

2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Program authority:	TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; WIOA §17.278 and §17.258; and Carl Perkins Career and Tech Education Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	February 1, 2017, to May 30, 2018	
Application deadline:	5:00 p.m. Central Time, November 1, 2016	
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494</div>	
Contact information:	Lauren Dwiggins, lauren.dwiggins@tea.texas.gov ; (512) 463-9581	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
West Oso ISD	178915	West Oso Early College High School	
Vendor ID #	ESC Region #	DUNS #	
	2	022901482	
Mailing address	City	State	ZIP Code
5050 Rockford Dr.	Corpus Christi	TX	78416-
Primary Contact			
First name	M.I.	Last name	Title
Conrado		Garcia	Superintendent
Telephone #	Email address		FAX #
361-806-5900	Conrado.garcia@westosoisd.net		361-225-8308
Secondary Contact			
First name	M.I.	Last name	Title
Alma		Charles	Director/Principal
Telephone #	Email address		FAX #
361-806-5960	Alma.charles@westosoisd.net		361-806-5961

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Conrado		Garcia	Superintendent
Telephone #	Email address		FAX #
361-806-5900	Conrado.garcia@westosoisd.net		361-225-8308
Signature (blue ink preferred)		Date signed	



10/31/2016

Only the legally responsible party may sign this application.

701-16-108-011

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

RFA #701-16-108; SAS #205-17

2016–2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Schedule #1—General Information

County-district number or vendor ID: 178915

Amendment # (for amendments only):

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20	Outside Sources of Income and Pre-Existing Content (Required for IHEs)	<input type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 178915

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	MOU	The applicant must submit a draft Memorandum of Understanding among the dual credit partner, school district and school which establishes joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the ECHS.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 178915

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that a liaison that represents the industry partner(s) will interact directly and frequently with ECHS staff.
4.	The applicant provides assurance that the industry partner will actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
5.	The applicant provides assurance that the industry partner will assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
6.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
7.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will develop and maintain a leadership team that meets regularly to address issues of curriculum, school design, and sustainability.
8.	The applicant provides assurance that the leadership team will consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity and will include <ul style="list-style-type: none"> a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and INDUSTRY CLUSTER NAME Innovative Academy ECHS principal or director b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
9.	The applicant provides assurance that the partnership and the MOU will include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
10.	The applicant provides assurance that students enrolled in an ECHS course for both college and high school credit will not be required to pay for tuition, fees, or textbooks and that the school district or charter in which the student is enrolled will pay for tuition, fees, and required textbooks to the extent those charges are not waived by the partner IHE.
11.	The applicant provides assurance that the partnership will provide opportunities for ECHS teachers and higher-education faculty to collaborate through planning, teaching, and professional development.
12.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will provide a course of study that enables a participating student to receive a high school diploma and either an associate's degree or 60 semester hours toward a baccalaureate degree during grades 9–12. An academic plan must be in place showing how students will progress toward this goal.
13.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will administer a college placement exam (Texas Success Initiative Assessment (TSIA) to all incoming 9th-graders to assess college readiness and to enable students to begin college courses based on their performance—as soon as they are able, possibly as early as the 9th grade.

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Schedule #2—Required Attachments and Provisions and Assurances (cont.)

County-district number or vendor ID: 178915

Amendment # (for amendments only):

14.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be an autonomous high school that meets one of the following criteria: a. Is located on a college or university campus b. Is a stand-alone high school campus near a college or university campus c. Is a small learning community within a larger high school that is near a college or university campus (where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, schedule, and curriculum plan)
15.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be a full-day program (i.e., full day as defined in PEIMS) in which all academic instruction and support services are delivered to students at the designated ECHS campus and that students will not travel between two high school campuses in order to receive instruction or support services.
16.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be led by a principal or director who is 100% dedicated to the school.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 178915

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 178915

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 178915

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

West Oso ISD and Del Mar College propose the enhancement of their current Early College High School model by adding the Petroleum Refining and Chemical Products cluster. The enhanced program will provide students with an opportunity to earn an Associate's Degree in Liberal Arts or an Applied Associate's Degree in Process Technology with the ability to earn an industry recognized certificate in Process Technology. Students will experience applied learning in high demand and high wage occupations in the Coastal Bend area.

The West Oso ISD and Del Mar College are 1.4 miles apart and are surrounded by Petroleum Refining and Chemical Product businesses. West Oso ISD is within the city of Corpus Christi, Texas which has population is 456,129 with 200,901 jobs in the area, 11,405 people unemployed and an average earning of \$54,325. The following chart was provided by the Workforce Solutions of the Coastal Bend and shows specific information regarding the population living in the 78405 and the 78408 zip codes which is considered the West Oso ISD region.

	Region (78405, 78408)	Nueces	Texas
High School Grad or higher	50.75%	80.40%	81.60%
Median Household Income	\$ 30,158.00	\$ 49,368.00	\$ 52,576.00
Per Capita Income	\$ 14,417.00	\$ 24,875.00	\$ 26,513.00
Persons in Poverty	28.10%	16.80%	15.70%
Spoken at Home (Language o/ English	61.80%	39.90%	15.70%
Median Home Value (Owner Occupied)	\$ 55,995.00	\$ 111,100.00	\$ 131,400.00
Hispanic Population	84.50%	61.60%	38.20%
Black African-American Population	5.10%	4.10%	11.90%
Persons under 18	25.70%	25.20%	26.80%
Persons under 5	8.10%	6.80%	7.40%
Persons over 65	12.90%	13.20%	10.90%
Households receiving Food Stamps	34.40%	17.70%	10.90%
Economically Disadvantaged (2013-2014)	92.7% *	66.2% **	60.20%

* data from West Oso ISD

** data from all district schools in CCISD

All data from the U.S. Census Bureau (2010-2014) 5-year estimates, and TEA Texas Education Agency (2014-15)

Benchmark 1: Target population

West Oso HS will continue to target and enroll students who are at risk of dropping out of school or wish to accelerate completion of the high school program by opening up the application process to all students. The school serves students that are classified as the following: 88.35% Economically Disadvantage, 44.74% At-Risk, 2.44% LEP, and approximately 95% that will be first-time college goers. The median household income in these zip codes is \$30,158 and the percent of people who have a high school diploma or higher is 50.7% as compared to 80.40% in Nueces County. The percentage of students who apply and enroll in a higher education institution is 40.3% and the percentage of students that complete one year without remediation is 55.1%. In addition, the turnover rate of teachers for the past three years is approximately 50% which does not provide stability our students need to help them be successful. The current failure rate is 18% and the average attendance rate is 92%.

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Benchmark 2: Partnership Agreement

West Oso ISD is currently in year 2 of offering an ECHS to the students of West Oso HS, therefore, Del Mar College (DMC) has been designated as the institution of higher education and will continue to serve our students. Del Mar College currently offers WOECHS students core courses at Del Mar East. We will be offering Del Mar West campus courses which are aligned to the Petroleum Refining and Chemical Products industry. The students will be able to take advantage of attending classes at Del Mar East and Del Mar West and will not pay for tuition, fees, or textbooks. The WOECHS and DMC will continue to collect, share and review student data to assess the progress of the ECHS.

In addition, WOECHS met with the Workforce Solutions of the Coastal Bend and the United Chamber of Commerce to garnish support. Workforce Solutions of the Coastal Bend provided employment statistics that assisted us in determining which industry cluster name to pursue. The United Chamber of Commerce will provide leadership in developing and extending business partnerships.

Benchmark 3: P-16 Leadership Initiatives

The leadership team consists of Mr. Conrado Garcia, Superintendent of Schools, Dr. Mark Escamilla, President of Del Mar College, Mr. Christopher Summers, Director of Curriculum & Instruction, Mr. Robert Montez, Director for Early College High School at Del Mar College, Dr. Leonard Rivera, Dean of Continuing Education and Off-Campus Programs, Ms. Patricia Benavides-Dominguez, Dean of Outreach and Enrollment Services at Del Mar College, Graciela Martinez, Director of Admissions at Del Mar College Dr. Alma Charles, Director for Early College High School at West Oso HS, Ms. Belinda Gamez, Principal at West Oso HS, Cheryl Fillmore, Counselor for Early College HS at WOHS.

In addition, as part of the leadership team the following stakeholders will assist with the decision making process for the WOECHS to ensure rigor and alignment to the Petroleum Refining and Chemical Products industry cluster expectations; Alba N. Silvas, Workforce Solutions of the Coastal Bend Special Projects Contract Manager, Ken Trevino, Executive Director of Workforce Solutions of the Coastal Bend, Amy Villarreal, Director of Programs & System Alignment at Workforce Solutions of the Coastal Bend, Dr. Gilda Ramirez, Vice President for Small Business and Education as well as Mr. Iain Vasey, President/CEO of the Corpus Christi Regional Economic Development Corporation.

As a leadership team decisions were made 2-3 years ago regarding the school design (school-within-a-school), professional development, operations, accountability, curriculum development. The leadership team will continue to assess and modify the current model to improve its current practices and to fold-in the enhanced program. We will meet once a month for continuous monitoring and improvement. Opportunities for the WOECHS and the Del Mar College faculty to meet and collaborate will occur twice a semester in addition to the professional development sessions.

Curriculum development will be developed and will include a focus on Process Technology and Chemical Products. This will assist teachers to include real world applications in their lessons. The curriculum will also include project-based learning with embedded math, science, social studies, reading, writing, and technology.

We will build a reading library with books focused on Process Technology and Chemical Products as well as hire reading specialists that will focus on increasing the lexile levels of the students so they can be successful in the process technology dual credit courses.

If awarded the grant, we will hire a provider for a mentorship program that will train the industry partners. We want them to encourage students learn how to advocate for themselves, learn how to communicate effectively, learn what it takes to become employed in the industry, and learn how to stay on track to graduate with an associate's degree or 60 hours towards a bachelor's degree.

We plan on hiring a Parent Involvement Coordinator to create a Parent University model with the focus on "How to raise a highly capable child". We want the coordinator to write the curriculum for parent sessions, secure mentors, engage business partners and the community so that there is a "village" supporting our students.

Teacher retainment has been a challenge for West Oso HS, therefore, we will procure a professional learning provider to offer opportunities for teachers to learn about Understanding by Design and project-based learning.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 178915	Amendment # (for amendments only):
Program authority: TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; Workforce Innovation and Opportunity Act §17.278 and §17.258; and Carl D. Perkins Career and Technical Education Act	
Grant period: February 1, 2017, to May 30, 2018	Fund codes: See Notice of Grant Award (NOGA)

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Cost Share
Schedule #7	Payroll Costs (6100)	6100	\$132,000	\$	\$132,000	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$150,000	\$	150,000	\$
Schedule #9	Supplies and Materials (6300)	6300	\$30,000	\$	30,000	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$65 ,000	\$	\$65,000	\$
Total direct costs:			\$	\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$352,000	\$	\$	\$

Administrative Cost Calculation

Enter the total grant amount requested:	\$352,000
Percentage limit on administrative costs established for the program (10%):	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$35,200

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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2016–2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 17891			Amendment # (for amendments only):			
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Cost Share
Academic/Instructional						
1	Teacher				\$	\$
2	Educational aide				\$	\$
3	Tutor				\$	\$
Program Management and Administration						
4	Project director				\$	\$
5	Project coordinator				\$	\$
6	Teacher facilitator		60,000		\$	\$
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant				\$	\$
9	Data entry clerk				\$	\$
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist				\$	\$
Auxiliary						
12	Counselor				\$	\$
13	Social worker				\$	\$
14	Community liaison/parent coordinator		72,000		\$	\$
Other Employee Positions						
21	Title				\$	\$
22	Title				\$	\$
23	Title				\$	\$
24	Subtotal employee costs:				\$132,000	\$
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay			\$	\$
26	6119	Professional staff extra-duty pay			\$	\$
27	6121	Support staff extra-duty pay			\$	\$
28	6140	Employee benefits			\$	\$
29	61XX	Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs				\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$132,000	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 178915

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Cost Share
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Cost Share
1	Mentor Training	\$25,000	\$
2	Professional Development	\$100,000	\$
3	Evaluator	\$12,000	\$
4	Curriculum Writing	\$13,000	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$150,000	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$150,000	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 178915

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Cost Share
6300	Total supplies and materials that do not require specific approval:	\$30,000	\$
Grand total:		\$30,000	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 178915		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Cost Share
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$	\$
	Specify purpose:		
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	\$	\$
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
Grand total:		\$	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 178915				Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Cost Share
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2	Laptops	100	390	\$39,000	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$39,000	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 178915

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total campus enrollment:

Category	Number	Percentage	Category	Percentage
African American	82	15.2%	Attendance rate	92.9%
Hispanic	440	81.5%	Annual dropout rate (Gr 9-12)	2.0%
White	11	2.0%	Students taking the ACT and/or SAT	80.7%
Asian	0	0%	Average SAT score (number value, not a percentage)	1167
Economically disadvantaged	485	89.8%	Average ACT score (number value, not a percentage)	16.0
Limited English proficient (LEP)	11	2.0%	Students classified as "at risk" per Texas Education Code §29.081(d)	336
Disciplinary placements	36	6.3%	State assessment data	67%

Comments

The students in this community are not traditionally successful, therefore, they have a tendency to place additional barriers even when solutions are presented. They appear to be afraid to succeed because they don't experience it often and they have not had the level of encouragement and support so they become overwhelmed. Structuring the services for them and mandating a holistic approach will ensure their success which can be done with this grant opportunity.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	4.9	12.1%	No degree	0.9	2.2%
Hispanic	19.3	47.7%	Bachelor's degree	28.0	69.1%
White	15.3	37.7%	Master's degree	10.7	26.4%
Asian	1	2.5%	Doctorate	0.9	2.3%
1-5 years exp.	12.4	30.7%	Avg. salary, 1-5 years exp.	46,120	N/A
6-10 years exp.	7.5	18.6%	Avg. salary, 6-10 years exp.	50,498	N/A
11-20 years exp.	8.1	20.1%	Avg. salary, 11-20 years exp.	53,517	N/A
Over 20 years exp.	7.8	19.2%	Avg. salary, over 20 years exp.	59,078	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 178915

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											50	50	50	50	200
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											4	3	3	3	13
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment

County-district number or vendor ID: 178915

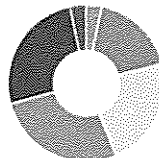
Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The systemic process utilized for identifying and prioritizing needs to enhance the West Oso Early College High School (WOECHS) was assessing our current data such as attendance, grades, college credits earned, TSI scores and EOC data. The enhancement of the Petroleum Refining and Chemical Products industry cluster will assist WOECHS reach exemplary status on the blueprint and have distinguished level teachers as rated by the Texas Teacher Evaluation and Support System (TTESS) which will result in students increasing their attendance, grades, college credits earned, TSI and EOC scores.

The West Oso ISD students' EOC scores in English I was 57% and the state score was 71%, a 14% difference. In English II, the students scored 55%, while the state score was 72%, a gap of 17%. The students scored fair in Algebra I, Biology, and U.S. History. As a team, we reviewed the Texas Success Initiative (TSI) scores for the current West Oso Early College first cohort of students and only 10 of the 50 students passed all the areas of the TSI and students attempted 5 college hours and earned only 2 college hours. Cohort 2 only had 4 of the 48 students who passed all three areas of the TSI and unfortunately, none of the students attempted any college hours. Therefore, the desired accomplishment is for the students to attempt 9 to 12 college hours as freshmen with additional strategic instructional support by hiring a reading specialist and building a reading center focused on Petroleum Refining and Chemical Products. As a part of the new college going culture, advisement will be provided so students are enrolled and are successful in their college courses.

In addition, the team reviewed the workforce statistics and met with the Workforce Solutions of the Coastal Bend staff and it was clear that the Corpus Christi area has an aging workforce and will be in need of replacing skilled employees, therefore, enhancing the current WOECHS model by adding the Petroleum Refining and Chemical Products cluster which will greatly meet the needs of industry. The charts were provided by the Workforce Solutions of the Coastal Bend. Below are the regional trends.



Age	2016 Jobs	2016 Percent
14-18	1	0.0%
19-24	87	3.2%
25-34	495	17.8%
35-44	631	22.8%
45-54	748	27.0%
55-64	716	25.8%
65+	93	3.4%

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 178915

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	College and career readiness The EOC and TSI scores in Reading and Mathematics need to be improved. Currently, 84 ECHS students are in need of additional support because they failed the TSI reading and mathematics. We need to offer courses related to Petroleum Refining and Chemical Products that students can take and be prepared to be employed in high-demand, high-wage jobs	The enhancement of the WOECHS model which will include the Petroleum Refining and Chemical Product will ensure that students attend class because it will be purposeful and meaningful with hands-on projects that industry mentors can assist and encourage students. In addition, the tutors will help students increase their grades, stay in school and work with them so they do not fail classes. The mentors will provide additional academic support and promote reading the industry related books from the reading center.
2.	Economic impact The median household income in this area is \$30,158.00 which is below the Nueces County median household income of \$49,368 and below the Texas median household income of \$52,576.00.	The WOECHS Petroleum Refining and Chemical Product enhancement will help families who are within the average income of \$30,158.00 to approximately the average income of \$60,000 with the average earning potential of over \$182,310. By earning more, the quality of life will change for families.
3.	Low academic scores Based on current number of students who passed the reading and writing portion of TSI and percentage of students who passed their EOC ELA, students need support in Reading & Writing..	By providing a reading specialist to work with teachers and students, the TSI and EOC scores will increase. Targeted reading strategies will be embedded in lessons. The expectation will be that students will pass the 3 areas of TSI by their 9 th grade year and be eligible to take and earn college credit. This will change their current educational attainment and effect generations to come because it will build a college-going culture.
4.	Teaching sustainability The teacher turn-over rate for the high school for the past three years is troubling because approximately 50% of the teachers resign or retire each year.	The grant will allow for purposeful and meaningful professional development to be offered. This type of support to teachers will help the district retain them. In addition, the teachers will have a business partner that will help them write curriculum and offer resources. Curriculum writing will provide them the opportunity to include real world problems for them to utilize in their lessons.
5.	Educational attainment The West Oso community has 50.57% of individuals who are high school graduates or have earned a higher education.	Only 50.75% of the total population in the West Oso community have a high school diploma or higher. Through the West Oso ECHS program, more students will graduate high school and will earn up to 60 college hours or earn an Associate's degree in Liberal Arts or an Applied Associate's degree in Process Technology. This will boost the average income in the community and elevate their quality of life.

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Schedule #14—Management Plan

County-district number or vendor ID: 178915

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	ECHS Director	Doctorate degree; high school experience with career & technical education background and management of a grant experience; teaching, principal, and superintendent certification.
2.	ECHS Counselor	Master's degree; high school experience, counseling experience; teaching and counseling experience.
3.	Del Mar College ECHS Director & Coordinator	Bachelor's degree; institution of higher education experience
4.	Parent Involvement Coordinator	Master's degree; high school teaching experience; campus administration or central office experience preferred; secondary teaching and principal certification.
5.	Reading Specialist	Master's degree in Reading; high school teaching experience; bilingual/ESL certification preferred; teaching and reading certification.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase academics; TSI and EOC scores, grades & attendance	1. Ninety percent of the students will pass every six week	02/27/2017	05/30/2018
		2. Ninety percent of the students will pass all three parts of the TSI	06/01/2017	05/30/2018
		3. Students will be in attendance an average of 95% or more	02/27/2017	05/31/2017
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Increase parenting skills	1. Parents attend monthly meetings.	02/27/2017	05/30/2018
		2. Parents self-esteem is increased.	02/27/2017	05/30/2018
		3. Parents will be taught the 40 developmental assets students need for success	02/27/2017	05/30/2018
		4. Parents become more involved in student academics and are taught how to raise a highly capable kid	02/27/2017	05/30/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Develop business participation/mentoring	1. Secure at least 3 business partners	02/27/2017	05/30/2018
		2. Provide mentoring to the students interested in the Petroleum Refining and Chemical Products cluster	02/27/2017	05/30/2018
		3. Train mentors	02/27/2017	05/31/2017
		4. Students attendance and grades increase	02/27/2017	05/30/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Increase teacher retainment	1. Develop professional development plan	02/27/2017	05/31/2017
		2. Offer continuous professional development	09/06/2018	05/30/2018
		3. Provide support to teachers	02/27/2017	05/30/2018
		4. Implement PD strategies, monitor and provide feedback to teachers as they implement them	09/06/2018	05/31/2018

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 178915

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our campus plan articulates the district vision, strategy for achieving it, and planned outcomes for students. We design our work from these outcomes by using the DIP to drive goal setting for our Campus Improvement Plan, evaluation for all educators and staff, the budget, technology, and grant and resource allocation. Student learning and our campus improvement goals mirror and fully align with the strategic objectives and outcomes of the DIP.

We create coherence and alignment by having our teachers develop their goals using the data of their individual students to set meaningful goals/objectives that will drive student improvement.

We focus on student learning by gathering data and identifying expected student outcomes for every student. Our teachers then can focus on student learning in ways that can drive effective instructional practice.

We reinforce best instructional practices with the knowledge that effective instruction begins with assessing student learning needs. Based on that analysis, our administrators and teachers set targeted learning goals, monitor progress, access professional learning and monitor instructional processes in the classroom.

We promote collaboration and reflection through our PLCs focusing on whether our learning goals and objectives are adaptable and flexible. Throughout the year, we determine if they can be adjusted or revisited based on changes in student needs or shifts in the curriculum.

With regard to the WOECHS and the enhancement of adding the Petroleum Refining and Chemical Products cluster, our school community (administrators, teachers, parents, community, and specialized instructional support) will have the opportunity to play an indispensable role in this design process by meeting with us throughout the year and helping us set student learning and professional practice goals that support our strategies for success. Our goals stem from the district's goals and work to support student achievement. In return, teacher evaluation feedback, ratings, and progress toward goals provide important data that inform district and school planning and allow us to adjust when necessary.

By focusing on the blueprint benchmarks, WOECHS will continue to target its efforts on best practices, teacher development, student success and partnership collaboration. We will continue to have a continuous improvement process so that our ECHS students and the community can reap the benefits. We will keep the critical success factors in the planning, implementation, and evaluation process.

The WOECHS currently uses cross-organizational collaboration and communication. It includes opportunities for all faculty, staff, students, parents, and the community to meet regularly, share ideas and concerns, and work collaboratively to address issues. Due to the unique characteristics of the ECHS partnership, and the differences in organizational structure, governance, student support services, and measurement of student outcomes, it has been critical that faculty, staff, and administrators participate in ongoing, regular avenues of communication.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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WOECHS has the following ongoing and existing efforts, school-within-a-school model that offers the students AVID classes, independent study course, tutoring, and Community in Schools services. We also have Professional Learning Communities implemented with allotted time three times a week. The grant will expand the types and level of support our students need, therefore, we are asking for books that will be specific to the Petroleum Refining and Chemical Products cluster, a reading specialist, mentoring services, parental involvement coordinator and professional development.

The WOISD has invested in AVID for grades 6-12 and intends to continue providing the course because it has shown that students are better prepared for the high school and college. Currently, all 98 ECHS students are enrolled in AVID to ensure success in college classes. In addition, freshmen students are enrolled in independent study to provide instructional support to students in need of passing TSI and/or EOC exams. Finally, the WOISD has secured the services of Community in Schools to meet the needs of the students where the district cannot. All of the student services listed above will continue to be offered in addition to the services being requested in this grant because the analysis conducted showed a need in those areas. We will coordinate efforts to maximize the effectiveness of the grant funds by utilizing the campus improvement plan.

We will ensure that all project participants remain committed to the project's success by holding meetings once a month for continuous monitoring and improvement. In addition, Del Mar College and WOECHS staff will meet twice a semester to collaborate and discuss how to vertically align the concepts students need to know and to the level they need to know it so they are college and career ready.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 178915

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Improve academic performance and Increase the Use of Data to Drive Instruction	1.	College entrance exams
		2.	Grades
		3.	Attendance
2.	Increase Leadership Effectiveness and Improve School Climate	1.	ECHS will have its own space
		2.	Actions by the leadership will be aligned to the Critical Success Factors
		3.	Turn over rate decreases and quality teachers remain
3.	Increase Learning Time	1.	Morning and after school tutoring
		2.	ACE participation
		3.	Embedded professional development sessions
4.	Increase Family and Community Engagement	1.	Parent session attendance
		2.	Change in parent and student behavior
		3.	
5.	Increase Teacher Quality	1.	Lessons are rigorous and aligned to Petroleum Refining and Chemical Products cluster
		2.	Classroom climate is conducive to learning
		3.	Activities are hands-on, relevant and integrated

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We will continue to collect data weekly to review, assess and modify as necessary. The ECHS teachers currently participate in daily Professional Learning Community (PLC). At PLCs teachers discuss students needs to ensure they KNOW and understand the challenges the students are facing. We will review TSI scores and provide feedback to the students and the TSI tutor so that the specific concept is taught. The attendance clerk runs an attendance report for the staff to review and parent contact is made in addition to counseling with students. We also review End of Unit exams, Texas Success Initiative and End Of Course data, grades and attendance, college credits attempted vs college credits earned, SAT/ACT scores. Progress reports and mid-term data. We will continue to conduct a comparison for each student, and compare by gender, by grade level, by course.

Problems with project delivery will be identified and corrected throughout the project by the team. Data will be collected in a systematic manner. Each grant objective will be addressed in the evaluation. Benchmark data will be used to measure the performance of the grant objectives. Student academic performance data will reported at intervals as determined by the grant objectives. Performance will be monitored and adjustments will be made to the instructional strategies and "on the job preparation" after each assessment for each student. The assessment instrument will utilize state reports, such as PBMAS, System Safeguards, EOC, industry based licenses and certification outcomes, as well as academic and industrial partner observations.

Curriculum performance will be measured utilizing Euphoria software, Lead 4Ward standards, and college quantitative and qualitative methodological approaches. State adopted innovative courses in petrochemical processes technology will be included in the curriculum and measured by the criteria set in place. Key players will participate in professional development that addresses the evaluation process and the expectations.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 178915

Amendment # (for amendments only):

Statutory Requirement 1: The commissioner of education is required to establish and administer an early college education program for students who are at risk of dropping out of school or who wish to accelerate completion of the high school program. Describe how the school will address each of the following:

- provide for a course of study that enables a participating student to combine high school courses and college-level courses during grade levels 9 through 12;
- allow a participating student to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school, receive a high school diploma and either an associate degree; or at least 60 semester credit hours toward a baccalaureate degree;
- include articulation agreements with colleges, universities, and technical schools in the state to provide a participating student access to postsecondary educational and training opportunities at a college, university, or technical school; and
- provide a participating student flexibility in class scheduling and academic mentoring (TEC §29.908(b)).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- West Oso Early College High School is already designated as a school-within-a-school concept and TEA approved the liberal arts course of study. Below is the proposed course of study for the Petroleum cluster.

b. Process Technology Certification

			Lect.	Lab	Sem Hrs	Clock Hrs
1st year						
Fall						
PTAC	1302	Introduction to Process Technology	3	0	3	48
Spring						
PTAC	1308	Safety, Health, and Environment I	3	0	3	48
2nd year						
Fall						
PTAC	1410	Process Technology I – Equipment	2	4	4	96
Spring						
PTAC	2348	Safety, Health, and Environment II	3	0	3	48
PTAC	2420	Process Technology II – Systems	2	4	4	96
OTHER CERTIFICATE COURSES:						
PTAC	1332	Process Instrumentation I	2	4	3	96
PTAC	2336	Process Instrumentation II	2	4	3	96
PTAC	1354	Industrial Processes	2	3	3	80
CPMT	2333	Computer Integration OR	1	6	3	112
ITSC	1301	Introduction to Computers OR	3	1	3	64
BCIS	1305	Business Computer Applications	2	4	3	96
TECM	1301*	Industrial Mathematics	3	0	3	48
COMG	1391*	Special Topics in Communications, General	3	0	3	48

TOTAL SEMESTER HOURS FOR CERTIFICATE: 35

*MATH 1314 can substitute for TECM 1301.

*ENGL 1301 can substitute for COMG 1391.

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By TEA staff person:

b. The enhancement WOECHS is adding are the Process Technology courses because it is a workforce need in the Coastal Bend area. We need to offer options to our students to experience college via a liberal arts degree, certification, or an applied science degree. The students have the ability to transfer up to 33 vocational/technical credits to Texas A&M University-Corpus Christi.

c. Currently, students have the opportunity to earn up to 60 college hours or an associate's degree in Liberal Arts, with this grant, we will be able to focus on a workforce need in the Coastal Bend area. Students will be able to take Process Technology courses towards a certification or an Associate's of Applied Science degree. TAMUCC offers an Industrial Electronics and Manufacturing Bachelor's of Applied Science that accepts up to 33 vocational/technical hours. By allowing students to take workforce ready courses, they will be eligible to apply for jobs that are open in the area and that pay a minimum of \$20 an hour.

d. Flexible scheduling and academic tutoring will continue to be a focus for the WOECHS so that students are successful. We will continue to work with Del Mar College to transport students when the Process Technology courses are being offered. In addition, tutoring will continue to be offered in the morning and afternoon everyday, as well as require students to enroll in the AVID course.

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On this date:

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 178915

Amendment # (for amendments only):

TEA Program Requirement 1: The applicant must identify, in partnership with its local workforce development board, high-demand occupations and programs of study that lead to these occupations. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The leadership team met with Workforce Solutions of the Coastal Bend to identify high-demand, high-wage occupations and determined that the Petroleum Refining and Chemical Products cluster was the best fit for our needs. In addition, we aligned the cluster to the Process Technology program of study at Del Mar college that will help our students become workforce ready and be employed in the industry. Texas A&M University – Corpus Christi (TAMUCC) offers a Bachelor's of Applied Science (BAS) in Industrial Electronics and Manufacturing that will accept 33 vocational/technical credits, therefore, we will inform our students about the opportunity at TAMUCC. We will invite TAMUCC to our campus to present to the ECHS students and we will participate in a TAMUCC tour. Below is a table provided by the Workforce of the Coastal Bend outlining the occupations in the industry.

Occupations Employed by this Industry

Description	Employed in Industry (2016)	% of Total Jobs in Industry (2016)
Petroleum Pump System Operators, Refinery Operators, and Gaugers	681	24.6%
First-Line Supervisors of Production and Operating Workers	188	6.8%
Chemical Engineers	154	5.6%
Industrial Machinery Mechanics	146	5.3%
Petroleum Engineers	79	2.8%

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178915

Amendment # (for amendments only):

TEA Program Requirement 2: The applicant must enter into an agreement with at least one industry partner, which may include one or more employers within an industry. Describe how the partner will commit to the following for the grant period:

- Serve as an active member of the INDUSTRY CLUSTER NAME Innovative Academy ECHS Leadership Team.
- Provide cash or in-kind contributions equal to 20-25% of the total grant award. Examples of in-kind contributions include costs associated with providing internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
- Ensure a liaison that represents the industry partner(s) interacts directly and frequently with ECHS staff.
- Actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
- Assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

a. The partners have agreed to be active members of the Leadership Team and we will meet quarterly to assess our current reality in meeting the goals and objectives. This will allow us to make any necessary changes to be successful.

b. West Oso ECHS has secured the partnership of the Economic Development Corporation and the Workforce of the Coastal Bend which has agreed to provide companies willing to schedule internships, externships, mentors and/or secure experts in the field to assist with curriculum writing which will exceed the 20% of the total grant or \$80,000 in a two year period of in-kind contributions required by the grant. Also supporting our efforts is LNV Inc. and the United Chamber of Commerce. We will continue to seek support from other major businesses in the area.

c. The ECHS counselor will work with the industry partners to schedule a rotation of opportunities for them to interact with the ECHS staff to plan mentoring sessions, presentations, tours, lessons, etc.

d. The partners have agreed to invest human capital in curriculum writing so that the concepts the students are learning encompasses what is required in the industry. In addition, we will work to develop lessons integrating process technology vocabulary, processes utilized on the job, mathematical computations for problems in the industry, geographical challenges, scientific reasoning needed to solve problems faced at work. This will allow our partners to offer resources related to the field of study.

e. The partners have agreed to assist with the development and implementation of the industry experiences. We will be assigning students to internships using the Career & Technical Education courses. With this grant, we will have a mentorship provider that can train industry mentors how to be effective mentors. We plan on offering an externship for teachers to visit the partner's site to see what the occupations are and what employees do and how it is related to their content area.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178915

Amendment # (for amendments only):

TEA Program Requirement 3: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must ensure that 100% of students have access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc. Applicants must provide a detailed plan that describes the industry experiences that will be made available to all INDUSTRY CLUSTER NAME Innovative Academy ECHS students throughout the student's high school career. The plan should build in rigor and responsibility as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students will have access to opportunities to participate in industry experiences, including marketable skills and detailed work activities at each grade level.

9th grade- students will be scheduled to shadow once a six week. They will be expected to have a set of questions to ask the employee(s) to better understand what they do, the educational attainment needed to work in that job, the salary potential, the benefits with the company and the difference it has made in their life. Students will be exposed to hands-on activities.

10th grade-students will be involved in a research project that will require them to communicate with an expert in the field to use as a primary source. They are to seek a current problem that is needing to be solved at the company and through research they provide input that may help solve it. Students will have hands-on experience with skills necessary for the job.

11th grade-students will be scheduled and will participate in a unpracticum CTE course where they will allowed to intern with an expert in the field. They will be required to maintain a work journal reflecting what was learned each day, how it relates to the courses taken, and what next steps need to be taken to be hired in that occupation. In addition, students will be provided hands-on experiences and will be able to utilize the skills on tasks/projects.

12th grade-students will be scheduled in a Problems and Solutions CTE course where they will work with an expert, research, troubleshoot and respond to an issue in an industry. The students will be taught how to use tools and equipment used on the job, if it does not require them to be 18 years or older.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178915

Amendment # (for amendments only):

TEA Program Requirement 4: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Describe the responsibilities of the career counselor. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The primary focus of the current ECHS counselor is to work with school faculty and staff, students, parents, and community to plan, implement, and evaluate a comprehensive developmental guidance and counseling program. Counsel students to fully develop each student's academic, career, personal, and social abilities and address the needs of special population students. Below are the responsibilities.

1. Implement comprehensive guidance and counseling program consistent with district's guidance program plan and tailored to campus needs
2. Guide individuals and groups of student to develop four-year educational plans and career awareness
3. Prepare and promote a college and career readiness culture
4. Counsel individual students and small groups with presenting needs and concerns.
5. Consult parents, teachers, administrators, and other relevant people to enhance their work with students.
6. Work with school and community personnel to bring together resources for students.
7. Maintain a communication system that effectively collects and disseminates information to other professionals as appropriate.
8. Develop and maintain positive working relationships with other school professionals and representatives of community resources.
9. Use an effective referral process to assist students and others to use special programs and services.
10. Understand the criteria and process for dual credit enrollment, alignment of school and college courses as well as how to transcript credits
11. Understand the TSI assessment, provide support for students, to include test taking strategies and share information with teachers
12. Clearly understand the degree plans at Del Mar College, 4-year institutions, demand occupations, projected earnings and provide guidance to students and parents regarding individual student goals and path to graduation
13. Collaborate weekly with WOHS staff or as needed to ensure academic and social success for students
14. Understand the master schedule process and work side by side with the ECHS director and principal to schedule students in a variety of different schedules to meet the needs of the college pathway/endorsement
15. Assist with coordinating all state assessments required for graduation as well as AP exams, TSI, PLAN, PSAT, ACT, SAT, etc.
16. Plan school guidance and counseling programs to ensure that they meet identified needs, priorities, and program objectives.
17. Educate both college and school staff, students, parents and community about guidance and counseling

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178915

Amendment # (for amendments only):

TEA Program Requirement 5: The **INDUSTRY CLUSTER NAME** Innovative Academy ECHS must describe at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by the **INDUSTRY CLUSTER NAME** Innovative Academy ECHS. Priority points may be awarded for describing multiple programs of study. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program of study that the WOECHS is adding is the STEM program with the focus on Process Technology or the Petroleum Refining and Chemical Products cluster as defined by this grant. The students will continue to be offered the opportunity to take Algebra I in 8th grade followed by Algebra II instead of Geometry because Del Mar College courses require Algebra II as a pre-requisite.

The addition will allow students to take Process Technology courses as electives or to pursue an Associate's of Applied Science (AAS) in Process Technology or a certification in Process Technology. Texas A&M University Corpus Christi offers a Bachelor's of Applied Science (BAS) which will allow for up to 33 vocational/technical hours to be transferred. The certification, AAS and BAS are aligned to the Coastal Bend area high-demand, high-wage occupations where there is an aging workforce and new industries coming to the area. In order for the Coastal Bend to stay competitive in the global economy, the workforce must be ready to step into those jobs and we can be the pipeline in filling those positions. It will also help the quality of living for the families in West Oso while changing generations at a time to a culture of college-goers and endless possibilities. Below is the course alignment that is being proposed.

WOECHS course

Credit(s)

Del Mar College course

Principles of Applied Engineering	1	Introduction to Process Technology and Process Technology I - Equipment
Engineering Design and Presentation I	1	Safety, Health, and Environment I and Introduction to Computers
Engineering Design and Presentation II	2	Process Instrumentation I and Industrial Process
Engineering Design and Problem Solving	1	Process Technology II - Systems and Process Instrumentation II

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178915

Amendment # (for amendments only):

TEA Program Requirement 6: The applicant must provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study to complete a bachelor's degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texas A & M University – Corpus Christi Industrial Electronics and Manufacturing degree plan

This track prepares students for a variety of technical/professional careers such as industrial safety inspector, control systems technician, manufacturing specialist, manufacturing technologist, and electronics technician.

Degree Requirements

	Sem. Hrs.
A. Core Curriculum Program	42
B. First-Year Seminars (when applicable)*	(2)
C. Vocational/ Technical Credit	33
D. Required Courses	18
E. Designated Electives	10
F. University Electives	17

Total 120 (122)

***First Year Seminars**

- UCCP 1101 - First-Year Seminar I. **1 sem. hrs.**
- UCCP 1102 - First-Year Seminar II. **1 sem. hrs.**

Required Courses (18 semester hours)

- ENTC 3302 - Manufacturing Processes **3 sem. hrs.**
- ENTC 2414 - Circuit Analysis I **4 sem. hrs.**
- ENTC 3410 - Material Science **4 sem. hrs.**
- MGMT 3312 - Behavior in Organizations **3 sem. hrs.**

Designated Electives (10 semester hours)

- ENTC 3323 - Robotics and Automation **3 sem. hrs.**
- ENTC 3406 - Fluid Mechanics **4 sem. hrs.**
- ENTC 3444 - Electronic Devices and Circuits I **4 sem. hrs.**
- ENTC 4322 - Programmable Logic Controllers **3 sem. hrs.**
- ENTC 4415 - Project Justification and Management **4 sem. hrs.**

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178915

Amendment # (for amendments only):

TEA Program Requirement 7: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must develop and maintain an ECHS Career Preparation Academy Leadership Team that meets regularly to address issues of curriculum, school design, and sustainability. The leadership team must consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity. The leadership team must consist of the following:

- a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and ECHS Career Preparation Academy principal or director
- b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison
- c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
- d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The WOECHS Career Preparation Academy Leadership Team which consists of top administrators in the district and college as well as individuals who work with the WOECHS student and provide direct and in-direct services meet monthly and more often if needed. The traditional campus principal is also a part of the team because we work very close together on all areas of running a school. An addition to the team that will be added is the industry partner so that they can provide insight to resources they may have and validate the curriculum being used.

Topics regularly discussed by the team are curriculum, services, instructors, social/emotional needs of students, academic resources available, opportunities for our students to be ambassadors at Del Mar College, events our students need to attend. We also meet to plan for next semester, courses, instructors, time and date of courses, transportation, processes and deadlines.

We will continue to meet and discuss all the various topics listed above and add the partner component for curriculum, internships, externships, shadowing and apprenticeship. The current team is collaborative, supportive and dedicated to the success of the WOECHS. The team communicates regularly via email, phone calls or site visits.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178915

Amendment # (for amendments only):

TEA Program Requirement 8: The applicant must describe a proposed sustainability plan to ensure that the school will continue to meet the goals of the INDUSTRY CLUSTER NAME Innovative Academy ECHS beyond period of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed sustainability plan to ensure the school will continue to meet the goals of the Petroleum Refining and Chemical Products cluster which will enhance our current ECHS is the fact that the board is supportive of the program and financially supports the positions. We currently serve 98 students; 48 freshmen, 50 sophomore students; employ 12 teachers, 1 counselor and the ECHS director/principal. The WOECHS would not be in existence if it weren't for the support of the school board.

The superintendent has presented a plan that includes making the ECHS a flagship for the district and hopes it eventually becomes a school-wide ECHS. Additional sustainability plans include a potential bond program that will benefit the ECHS indirectly. Developers are assessing the surrounding land available to build homes or apartments which will increase our property taxation and tax collection. By building a quality and rigorous ECHS program that includes high-demand, high-wage occupations in the Petroleum Refining and Chemical Products cluster, more citizens of the greater Corpus Christi area will want to move to our district to enroll their child(ren). West Oso ISD is the best kept secret in the Coastal Bend.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178915

Amendment # (for amendments only):

TEA Program Requirement 9: FOR NEW EARLY COLLEGE HIGH SCHOOLS ONLY – The applicant must describe a school plan that serves grades 9 through 12 and targets and enrolls a majority of students who are at risk of dropping out of school (at risk, economically disadvantaged, English language learners, and first-generation college goers) or who wish to accelerate completion of the high school program, and attempts to serve no more than 100 students per grade level in grades 9-12. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 178915

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178915

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178915

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178915

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178915

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178915

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #20—Outside Sources of Income and Pre-Existing Content

County-district number or vendor ID: 178915

Amendment # (for amendments only):

Part 1: Outside Sources of Income. Report any non-TEA income used to support or develop the identified TEA-funded project if the content, products, or materials created using grant funds are to be commercialized.

NOTE: The grand total from this part of this schedule does not transfer to Schedule #6—Program Budget Summary.

☐ Not applicable. The contents, products, and/or materials created using grant funds will not be commercialized. (If in the future it is determined that the content, products, and/or materials will be commercialized, the IHE applicant must contact the Division of Grants Administration at grants@tea.texas.gov).

#	Grantor	Grant Period	Amount
1			\$
2			\$
3			\$
4			\$
5	Total:		\$

Part 2: Pre-Existing Content. On this part of the schedule, list by title all items of pre-existing content that were not funded with TEA funds.

The provisions of any and all memoranda of understanding between TEA and the IHE applicant regarding copyrights in works created by the IHE applicant, and/or its component institutions, with TEA funding, are incorporated herein.

☐ Not applicable. No product, document, or content existed prior to receipt of grant funds from TEA.

#	Title	Date Developed
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

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WEST OSO HIGH SCHOOL

754 Flato Rd
Corpus Christi, Texas 78405
Ph. 361-806-5960 Fax 361-806-5961

Belinda Gamez
Principal

Dr. Alma Charles
ECHS Director/Principal

Dear grant evaluator(s),

Please note that the current MOU is included however, Del Mar College and West Oso ISD are modifying it to add the enhancement to the document. The enhancement will include the ability for the students to earn elective hours in Process Technology or work towards an Applied Associates of Science degree in Process Technology. Process Technology is within the Petroleum Refining and Chemical Products cluster as defined by the Innovative Academy grant and is directly aligned to the Coastal Bend's major industries.

We look forward to hearing from you. If you have any questions, please call me at 361-806-5960.

Sincerely,

Alma Charles, Ed.D.

**Early College and Dual Credit Programs Memorandum of Understanding and Articulation Agreement
Between Del Mar College and West Oso ISD
2016-2017**

Del Mar College (DMC) and West Oso Independent School District (WOISD) enter into this joint agreement concerning the concurrent enrollment of students for simultaneous high school and college credit. The Early College and Dual Credit Programs combine the opportunity for the academically inclined high school student to study at the college level and to receive college credits while completing the requirements for high school graduation.

The Early College Programs do not compete with, nor take the place of high school courses. Courses offered provide advanced academic instruction beyond, or in greater depth than, the Texas Essential Knowledge and Skills (TEKS) for a corresponding high school course.

This Agreement defines the roles, responsibilities, and expectations of DMC and WOISD for each of the following concurrent enrollment programs:

General Dual Credit Program (for eligible high school students)

- West Oso High School

Early College High School (Beginning with 9th grade-Class of 2019)

- West Oso Early College High School (WOECHS)
- These students have a choice to receive an Associate of Arts Degree in Liberal Arts.

NOW, THEREFORE, for and in consideration of the foregoing, and in further consideration of mutual benefits, the parties to the agreement, WOISD and DMC, agree as follows:

I. STUDENT ENROLLMENT PROCEDURES

A. Students must complete and the WOISD must ensure the following original documents are submitted to the Student Enrollment Center at DMC:

1. The Texas Common Application for Admission;
2. The DMC Early College and Dual Credit Programs Application, which must be signed by the student, parent/guardian, high school counselor/high school principal, a DMC official; and be limited to approved courses listed in the WOISD catalog;
3. Qualifying and official Texas Success Initiative (TSI) Assessment scores;
4. Copy of the latest vaccination record, showing Meningitis vaccine;
5. An official copy of the current high school transcript of grades.

B. Students enrolling in Continuing Education courses must complete and/or submit the following original documents to the Continuing Education Department at DMC. All original documents shall remain with the Continuing Education Department at DMC. Once eligibility is determined, eligible students will be allowed to register. The procedures are:

1. Complete a DMC Registration Form which must be signed by the student, parent/guardian, high school counselor/high school principal, and a DMC official;
2. For specialized programs, complete an application packet and provide requested documentation (varies by program).

II. STUDENT ELIGIBILITY AND STANDARDS FOR ENROLLMENT

1. Students enrolled in Early College and Dual Credit Programs will not be limited in the number of dual credit courses or semester credit hours in which they may enroll each semester or academic year while in high school as provided by Texas House Bills 18 and 505. Eligibility for enrollment is contingent upon the student's compliance with the Texas Success Initiative with scores at the college level in all areas of assessment. The Provost/Vice President of Instruction and Student Services at DMC and the WOISD

- high school principal must approve the application;
2. Students enrolled in **WOECHS** are expected to maintain a level of scholastic achievement, defined as a minimum 2.0 GPA, for college course work that allows them to meet the grade requirements for continued enrollment at **DMC** for college graduation. Annual academic plans will be reviewed by the student, the parent, a **WOECHS** counselor, and a **DMC** counselor to assess the student's progress in their high school and college plan.

III. STUDENT EXPECTATIONS

1. Students with disabilities requiring testing accommodations for the Texas Success Initiative Assessment shall schedule a confidential intake appointment with the **DMC** Student Disability Specialist by contacting the Disability Services Office at (361) 698-1298 prior to administration of the Texas Success Initiative Assessment;
2. Meet the procedures of **DMC** Dual Credit admissions criteria and any course prerequisites, in addition to the high school application (if course prerequisites so state);
3. Be responsible for the purchase of textbooks and other necessities for General Dual Credit courses taught by **DMC** faculty. Students enrolled in **WOECHS** shall not be responsible for purchase of textbooks;
4. Be aware that success in an online course necessitates unlimited internet access beyond most high school campus meeting times;
5. Be responsible for transportation to and from **DMC** for General Dual Credit courses taken on the College campus;
6. Be aware of University Interscholastic League (UIL) regulations and their impact of Dual Credit courses taken;
7. Be subject to all applicable rules of both **DMC** and the **WOISD**;
8. Adhere to the Code of Conduct in the **WOISD** Handbook and **DMC** Standards of Student Conduct Policy;
9. Adhere to the **WOISD** Grading Guidelines as detailed by the campus and department;
10. Adhere to all applicable current and future policies and procedures of **DMC**, i.e., academic evaluation and placement of students, observance of course prerequisites, testing and grading practices, drop policy, attendance requirements, and the Family Education Rights and Privacy Act (FERPA);
11. Complete and submit a withdrawal form, in writing, before dropping a course. Failure to file a withdrawal form with the **DMC** Registrar may result in grades of "F" for courses in progress. A copy of the **DMC** withdrawal must be provided to the High School Registrar;
12. Post admission, students with disabilities who require accommodation shall meet with a Student Disability Specialist at the **DMC** Disability Services Office, (361) 698-1298, before the beginning of classes every semester to request accommodations pursuant to established **DMC** procedures found at **DMC** Policy A7.8;
13. Students must be aware that General Dual Credit courses may be delivered in the following way: face to face at the high school campus, online during the school day and face to face on the College campus;
14. Follow **DMC**'s Petition for Admission Policy for academic probation if students drop below a 2.0 Grade Point Average (GPA).

IV. STUDENT SUPPORT SERVICES AND ACADEMIC POLICIES

- A. **WOISD** responsibilities with regard to student support services and academic policies, including course curriculum, student composition, instruction and grading:

All Programs

1. For classes located on the **WOISD** high school campus, provide accommodation for Dual Credit students with disabilities consistent with recommendations made by the **DMC** Disability Services Office, including the provision of sign language interpreters, or other accommodations, for Dual Credit students with hearing impairments;
2. Obtain consent from parents to provide a copy of current documentation (medical, psychological, and/or psycho-educational assessment reports) of students with disabilities to identify the disability to **DMC** Disability Services Office;
3. Abide by **DMC** rules and regulations regarding **DMC** building use, security, and students' rights and responsibilities including, but not limited to the following: a) For classes located on the **DMC** campus, report to **DMC** Campus Security all Clery Act crime incidents, including reports and complaints of sexual

violence as required by DMC Policy Prohibiting Sexual Violence B9.1; b) Act in accordance with policies regarding student complaints, dismissal and discipline as provided by DMC policies B7.12, B7.13 and B7.19; c) Act in accordance with DMC drop policy as detailed in course syllabi and DMC policy.

General Dual Credit

1. Provide a designee (i.e., high school counselor) to supervise the day-to-day operations of course instruction for Dual Credit at WOISD sites and to serve as contact person and liaison between WOISD and DMC for the purposes of this instruction;
2. Ensure that documentation for meeting the Texas Essential Knowledge and Skills (TEKS) is met;
3. Withdraw a student from Dual Credit courses after the student has incurred five consecutive days at the Student Support Center and notify DMC of the withdrawal;
4. Notify DMC regarding any students that will be absent due to State/District mandated testing (i.e. EOC, AP, SAT, PSAT);
5. Provide online course option only if high school is hosting the course during the school day;
6. Certify all class rolls by the 12th class day during the Fall and Spring semesters. During the summer sessions, class rolls will be certified by the 3rd class day. These class rolls will be provided daily to the WOISD by DMC which will include a detailed listing of WOISD students and their specific course(s) enrollments;
7. Ensure a minimum of 12 students for each class conducted. Provision may be made to offer classes of fewer than 12 upon approval by the Provost/Vice President of Instruction and Student Services at DMC;
8. Schedule courses to meet state-mandated contact hours for college courses.

West Oso Early College High School

1. If students withdraw or drop from WOECHS, they shall follow the WOISD and DMC guidelines and deadlines as set forth in the DMC Student Handbook, schedule of classes, and College catalog;
2. Collaborate and contribute information with DMC to fulfill all the requirements of the Southern Association of Colleges Schools Commission on Colleges (SACSCOC) and the Texas Higher Education Coordinating Board (THECB) and other agencies as necessary;
3. Coordinate with DMC officials in the scheduling of classes, program evaluation, and marketing of the partnership. WOECHS will be required to comply with both instructional calendars with designated notations: WOISD and DMC. Calendars will be inclusive of mandated state assessments and coordinated with the institution of higher education (IHE);
4. Provide appropriate furnishings, textbooks, and/or equipment to support the college credit instruction taught by high school Dual Credit instructors;
5. Comply with course scheduling to meet state-mandated credit and contact hours for college courses;
6. Be responsible for the purchase of textbooks and other instructional necessities for Dual Credit courses taught by College faculty, both in terms of distributed and traditional classroom learning;
7. Employ WOISD staff and faculty to meet WOECHS needs for high school, non-dual credit course instruction and student services;
8. Adhere to all applicable current and future policies and procedures of DMC, i.e., academic evaluation and placement of students, observance of course prerequisites, testing and grading practices, drop policy, attendance requirements, and the Family Education Rights and Privacy Act (FERPA);
9. Inform students of impact on financial aid for taking additional courses;
10. Provide supervision of students by WOECHS staff during all hours that students are on a DMC campus;
11. Be responsible for the transcription of high school credit;
12. Determine how college grades will be recorded within the grading periods in the high school transcript for GPA and ranking purposes as outlined in WOISD Board Policy;
13. Review the accuracy of student enrollment as indicated on the College rosters;
14. Provide a copy of submitted reports regarding the Early College High School Initiative;
15. Establish and share performance, disciplinary, attendance, and program measures (i.e., retention rule, average daily attendance rate, individual graduation plans, etc.);
16. Facilitate the maximum allowable enrollment of WOECHS students in DMC sections with Department Chair and faculty approval;
17. Will work with the Director of Early College Programs to facilitate and coordinate enrollment of WOECHS students in courses taught by DMC faculty.

- B. **DMC responsibilities with regard to student support services and academic policies, including course curriculum, student composition, instruction and grading:**

All Programs

1. Except as otherwise identified in this agreement, provide student services support consistent with **DMC** student policies, including, but not limited to, policies regarding student complaints (B9.1, B7.19 and B7.12) and dismissal and discipline (B7.13 and B7.19);
2. For classes located on the **DMC** campus, provide accommodation for students with disabilities consistent with recommendations made by the **DMC** Disability Services Office as provided by **DMC** Policy A7.8, including the provision of sign language interpreters, or other accommodations, for students with hearing impairments;
3. For classes located on **WOISD** campuses, make available to students with disabilities processes for seeking accommodation, as provided by **DMC** Policy A7.8, and make recommendations to **WOISD** for accommodation of student needs.

General Dual Credit

1. Register students under the appropriate policies and regulations of **DMC**; details of the registration procedure will be determined by mutual agreement of **DMC** and **WOISD** and enforce **WOISD** minimum attendance requirements for high school credit for Dual Credit enrollees;
2. Provide Dual Credit enrollment reports to **WOISD** for enrollment verification;
3. Release transcripts and grades to participating **WOISD** high schools when verification of graduation from high school is received by the **DMC** Registrar;
4. Provide midterm and end-of-semester numeric grades electronically to **WOISD** for all students receiving instruction from **DMC** faculty;
5. Request for midterm and final grade changes must be submitted in writing no later than one week after grade reporting period ends;
6. **WOISD/DMC** Adjuncts will submit grades according to the **DMC** calendar;
7. Textbooks are selected by the **DMC** Department Chairs and their faculty. Every effort will be made to use the same textbook for two or three years. **DMC** Department Chairs may request a change of textbook earlier if the textbook is for a technology-based course. Early College Programs will coordinate between **WOISD**, **DMC** Deans, and **DMC** Chairs to minimize textbook costs;
8. **DMC** instructors teaching students enrolled on the high school campus will use the same textbook for all online Dual Credit courses offerings;
9. Adhere to applicable **WOISD** policies and procedures, i.e., observance of course prerequisites, **WOISD** Grading Guidelines, and attendance requirements;
10. A list of all textbooks/software required by Del Mar College instructors for Dual Credit courses will be provided to **WOISD** by **DMC** prior to May for the next academic year (September – August). This includes ISBN's, textbook editions and supporting materials related to the course.

West Oso Early College High School

1. Provide **WOECHS** faculty, staff, and students with College catalogs, schedules, and ID cards;
2. Allow and provide a waiver so that all **WOECHS** students have the same access to services and facilities as **DMC** students including but not limited to RTA transportation services, the use of the library, computer labs, student rooms, science labs, kinesiology activities, intramurals, bookstore, tutoring, advising (by Department), career services and food or lounge areas;
3. Advising will be through the Student Enrollment Center. Register students under the appropriate policies and regulations of Del Mar College; details of the registration procedure will be determined by mutual agreement of Del Mar College and **WOISD**;
4. Verify enrollment in the approved course;
5. Release transcripts and grades to **WOECHS** when verification of graduation from high school is received by the Del Mar College Registrar;
6. Provide midterm and end-of-semester numeric grades electronically to **WOISD** for all students receiving instruction from Del Mar College faculty;
7. Collaborate and contribute information to **WOISD** and **WOECHS** officials to fulfill all the requirements of the Texas Education Agency (TEA) and other agencies as necessary;
8. Inform students of impact on financial aid for taking additional course;

9. With Chair approval, allow special sections of college courses to consist of high school students only;
10. Be responsible for the transcription of college credit;
11. Provide enrollment and academic reports to **WOECHS** upon request to assist in maintaining the accuracy of student enrollment and student academic progress;
12. **DMC** and **WOISD/WOECHS** will establish an Administrative Advisory Council consisting of faculty, administration, and students from **DMC** and **WOISD**. The Purpose of the Council will be to address issues and highlights of the partnership and will meet twice a year;
13. Provide opportunities for **WOECHS** students to participate in intramurals and recreational sports. (See attachments for Intramural Waiver);
14. Early College Programs Director and **WOECHS** Personnel will coordinate with **DMC** Department Chairs and faculty for large enrollments in course sections and/or class creations. Any class creations need to be requested a semester prior so that all parties can plan accordingly (i.e. budget, facilities request, and personnel);
15. Coordinate with **WOISD** and **WOECHS** officials in the scheduling of classes, program evaluation, and marketing of the partnership.

V. FACULTY SELECTION, SUPERVISION, AND EVALUATION

A. WOISD responsibilities with regard to faculty selection, supervision and evaluation:

All Programs

1. Assist in identifying and evaluating faculty and potential faculty credentials with final authority on whether faculty are qualified and will serve as Dual Credit instructors resting with Del Mar' College.

General Dual Credit

1. Notify the Office of Early College Programs of any alterations, desired changes, and any embedded instructor's absence of five days to ensure that credentialed faculty instruct the course during the instructor's absence.

B. DMC responsibilities with regard to faculty selection, supervision and evaluation:

All Programs

1. Select and assign faculty members, consistent with the qualification requirements of Texas House Bill 18, and as recommended by the appropriate departmental chairs to teach Dual Credit courses. Pursuant to the requirements of Texas House Bill 18, an instructor is considered "qualified" if the instructor a) holds a doctoral or master's degree in the discipline that is the subject of the course; b) holds a master's degree in another discipline with a concentration that required completion of a minimum of 18 graduate semester hours in the discipline that is the subject of the course; or c) for a course that is offered in an associate degree program that is not designed for transfer to a baccalaureate degree program, holds a doctoral, master's or baccalaureate degree in the discipline that is the subject of the course or an associate degree and demonstrated competencies in the discipline of the subject of the course as determined by the Texas Higher Education Coordinating Board;
2. **DMC** will have 60 days, after receipt of an application for approval to teach a course at a **WOISD** high school, to approve or reject an application submitted by an instructor employed by **WOISD**, an organization or other person that operates a **WOISD** high school.

General Dual Credit

1. Annually, **DMC** Department Chair and/or a designated **DMC** full-time faculty member will conduct a classroom observation on a Dual Credit course taught at a high school campus by a Dual Credit adjunct and provide feedback. The criteria used for observation is the same for **DMC** full-time and/or adjunct faculty;
2. Collaborate with **WOISD** to ensure that **DMC** faculty assigned to teach Dual Credit classes at **WOISD** teaching sites meet **WOISD** background screening requirements and comply with required codes of conduct for public school educators at **WOISD** teaching sites;
3. Collaborate with **WOISD** to ensure that **DMC** faculty/staff assigned to facilitate programs related to college and career awareness opportunities with **WOISD** students meet **WOISD** background screening

- requirements and comply with required codes of conduct for public school educators at WOISD teaching sites;
4. In collaboration with DMC Department Chair, DMC Academic Deans, and DMC Provost/Vice President of Instruction and Student Services, adjunct faculty who are employees of WOISD can be used to teach special sections of college courses consisting of high school students only, if they meet DMC teaching credential requirements, qualification requirements of Texas House Bill 18, background screening requirements and DMC codes of conduct for Dual Credit.

West Oso Early College High School

1. Select and assign faculty members who are recommended by the appropriate departmental chairs to teach Dual Credit courses and meet the following requirements: DMC teaching credential requirements; qualification requirements identified in Texas House Bill 18; background screening requirements; and DMC codes of conduct for Dual Credit;
2. Provide Career and College Readiness Standards professional development opportunities for WOECHS faculty;
3. DMC Departments will share with WOECHS information when specific instructional-related course meeting will occur so that WOECHS personnel have an opportunity to attend the meeting for professional development.

IV. FACILITIES AND FEES

A. WOISD responsibilities with regard to facilities and fees:

General Dual Credit

1. Provide appropriate facilities, furnishings, textbooks, and/or equipment to support the college credit instruction at the high school sites.

West Oso Early College High School

1. Collaborate with DMC officials to seek additional grant dollars in support of the partnership and to work to fulfill grant expectations.

B. DMC responsibilities with regard to facilities and fees:

General Dual Credit and West Oso Early College High School

1. Charge Dual Credit fees as determined annually for WOISD approved Dual Credit students who, at the recommendation of their high school administrator, enroll in Dual Credit courses;
2. Submit an invoice to WOISD no later than fifteen business days after the 12th class day of the Fall and Spring semesters. During the summer sessions, the invoices will be submitted no later than ten days after the 3rd class day. These invoices will include a detailed listing of WOISD students and their specific course(s) enrollments.

V. FISCAL RESPONSIBILITIES

To the extent not addressed through this Agreement, and to supplement as necessary, items to be negotiated between DMC Office of the Chief Financial Officer and the Office of the Vice President of Operations and WOISD Office of Chief Administrative Officer as a separate document, which shall be incorporated into this Agreement as though fully referenced, if applicable:

- Insurance
- Funding
- Payment
- Rental use of facilities

VI. EMPLOYMENT AND SUPERVISION OF STAFF AND FACULTY

WOISD and DMC shall each retain exclusive control and authority over the tasks and details of work performed by their respective employees as delineated herein. WOISD shall not exercise any authority or control DMC employees. DMC shall not exercise any authority or control of WOISD employees. WOISD and

DMC shall each be responsible for ensuring compliance with respective rules and standards of conduct for their faculty and staff.

This agreement does not create any joint employer relationship or partnership between WOSD and DMC. WOISD faculty and staff shall not be deemed nor given authority to act as employees or agents of DMC. DMC faculty and staff shall not be deemed nor given authority to act as employees or agents of WOISD.

VII. CONDITIONS FOR RENEWAL AND TERMINATION

This Memorandum of Understanding (MOU) may be amended by written agreement of both parties. The Agreement will be in force for one (1) year and thereafter on an annual automatic renewal basis. Del Mar College and WOISD reserve the right to terminate this Agreement at the end of a semester by providing written notice to the other party at least sixty (60) days prior to the date of termination. Termination agreements will be agreed between both parties.

If the partners decide to discontinue operating the Early College High School (ECHS), they agree to meet the provisions outlined:

- 1) The ECHS with an 11th grade cohort will continue operation through that cohort's scheduled graduation from the WOECHS. Services to enrolled 9th and 10th grade students may be continued through graduation of those cohorts by agreement, but this is not required;
- 2) While in the process of discontinuing operation, the WOECHS may not enroll any additional students in the ECHS in grades that have been phased out;
- 3) While the ECHS is in the process of discontinuation operation, it must continue to meet all of the required design elements and provide full support for all students enrolled in the ECHS.

VIII. INDEMNIFICATION

To the extent permitted by law, DMC shall defend and hold harmless WOISD and its administrators, staff, agents, and employees against any and all claims for damages, personal injury, or death proximately caused by the acts or omissions of DMC in the performance of this Agreement.

To the extent permitted by law, WOISD shall defend and hold harmless DMC and its administrators, staff, agents, and employees against any and all claims for damages, personal injury, or death proximately caused by the acts or omissions of WOISD in the performance of this Agreement.

IX. NOTICES

All written notices provided to the parties pursuant to this Agreement shall be forwarded to each party at the address indicated below. Such notices shall be considered duly and properly given when delivered in person or actually received by either party via U.S. mail or any other delivery service provider.

X. MEDIATION

Except for the immediate remedy of injunctive relief, neither party will resort to litigation without first submitting any dispute regarding the subject matter of this Agreement to mediation.

XI. ATTORNEY'S FEES

If any action at law or in equity is brought to enforce or interpret the provisions of this Agreement, the prevailing party shall be entitled to reasonable attorney's fees in addition to any other relief to which it may be entitled.

XII. GOVERNING LAW AND VENUE

The validity of this Agreement, and of its terms or provisions, as well as the rights and duties of the parties hereunder, shall be governed by the laws of the State of Texas. Any legal action brought in state court shall have venue in Nueces County, Texas.

XIII. ENTIRE AGREEMENT

This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof, and no other agreement, statement, or promise relating to the subject matter that is not contained herein shall be valid or binding.

XIV. EQUAL OPPORTUNITY

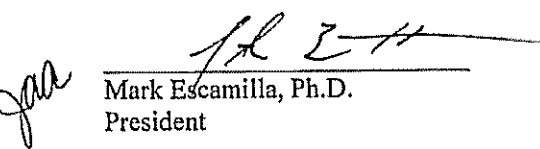
The parties shall provide all services and fulfill all obligations associated with the subject matter of this Agreement in compliance with the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 (34 C.F.R. § 106, *et seq.*), and all other applicable anti-discrimination laws.

XV. LEGAL CONSTRUCTION

In case any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provision hereof, and this Agreement shall be construed as if such invalid, illegal, or unenforceable provision had never been contained herein.

This Agreement shall become effective as of August 31, 2016, and shall terminate August 31, 2017.

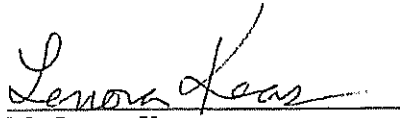
DEL MAR COLLEGE
101 Baldwin Boulevard
Corpus Christi, TX 78404-3897



Mark Escamilla, Ph.D.
President

Date

2-25-16

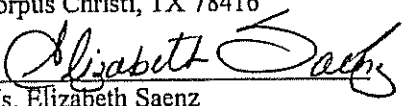


Ms. Lenora Keas
Interim Provost/Vice President of
Instruction and Student Services

Date

2-22-16

West Oso ISD
5050 Rockford Drive
Corpus Christi, TX 78416



Ms. Elizabeth Saenz
Superintendent

Date

2/29/16



Dreams. Delivered.

Office of the Provost and Vice President
for Academic Affairs

TO: Dr. Alma Charles, West Oso Early College High School Director

FROM: Dr. Beth Lewis, Provost and Vice President for Academic Affairs

A handwritten signature in black ink, appearing to be 'B. Lewis', written over the 'FROM:' line.

DATE: October 25, 2016

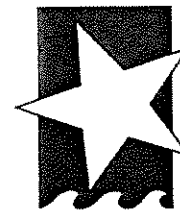
RE: Letter of Support for the Innovative Academy Grant

Del Mar College is currently a proud Institution of Higher Education partner with the West Oso Early College High School (WOECHS). We have been participating as a provider for dual credit for the past two years, specifically for the WOECHS Program, and we are committed to continue offering courses leading to the Associate of Arts in Liberal Arts. In addition, we agree to enhance the WOECHS Program by offering courses aligned to high-demand, high-wage occupations in the Coastal Bend area in the cluster of Petroleum Refining and Chemical Products.

Due to the aging workforce, our decision to build the next generation of skilled employees will increase the quality of lives in Corpus Christi. In addition, because the average process technologist earns \$60,000 and has the earning potential to make over \$80,000, we agreed that the West Oso community can benefit from citizens earning a substantial income. This type of income will also help families invest in homes within their neighborhood which is in the Del Mar College tax district, making this agreement a win-win situation. Most refineries or suppliers of the refineries are in close proximity to the West Oso community, therefore, it easy for future employees to live in the West Oso neighborhood and drive a short distance to work. Also beneficial to West Oso ISD and Del Mar College is the flexibility for students to attend the West Campus and East Campus, both of which are close to the high school or for faculty to teach at West Oso High School.

It is my pleasure to support West Oso ISD's Early College High School and its desire to enhance the program by offering the Petroleum Refining and Chemical Products Associate in Applied Science Degree in Process Technology with the opportunity for students to earn a certificate recognized by industry.

If you have any questions, please contact me at (361) 698-1205.



Corpus Christi
REGIONAL ECONOMIC
DEVELOPMENT CORPORATION

October 27, 2016

Dr. Alma Charles
Director, Early College High School
West Oso Independent School District
5050 Rockford Drive
Corpus Christi, TX 78416

Re: Letter of Support for the Innovative Academy grant

Dear Dr. Charles:

On behalf of the Corpus Christi Regional Economic Development Corporation (CCREDC), I am pleased to write this letter in support of the West Oso Early College High School (WOECHS) grant application. CCREDC will be pleased to support the enhancement of the WOECHS program by encouraging industry partners to provide mentoring, internships, shadowing and/or human capital to write curriculum. Our number one issue in promoting economic development in the Coastal Bend is the development of workforce training programs that meet the very specific demands of industry, and ensuring that workers with the necessary skills are available. We face an imminent crisis of workforce, through existing company employee retirements and new companies hiring workers, and unless we significantly expand our vocational programs, we will lose out to other locations against whom we compete for investment.

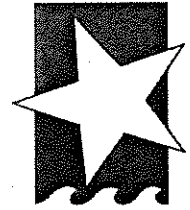
I foresee this investment as a significant in-kind contribution, which for tax purposes, companies may identify a nominal value of up to \$25,000. The Petroleum Refining and Chemical Products cluster is aligned to high demand, high wage occupations in the Coastal Bend area. The CCREDC, as the lead economic development agency for the Coastal Bend, is regularly asked to provide potential companies with the educational attainment and the skills sets of our community because it is a mission-critical decision factor.

As President of CCREDC, I concur with WOISD that we must build the next generation of skilled employees to address our aging workforce and to increase the earning potential for the Corpus Christi, and more specifically the West Oso community. The average process technician earns approximately \$60,000 and has the earning potential to make over \$80,000. Many refineries or suppliers of the refineries are in close proximity to the Corpus Christi/West Oso community, therefore, it would be relatively easy for future employees to live in the neighborhood and drive a short distance to work. Also beneficial to both the West Oso community and the CCREDC is filling local positions with local qualified candidates rather than seeking out of state or out of the country candidates.

It is my pleasure to support WOISD's Early College High School and its efforts to enhance the program by offering the Petroleum Refining and Chemical Products cluster, which is aligned to the Associate's Degree in Applied Science in Process Technology with the opportunity for students to earn a certificate

recognized by industry. CCREDC is happy to encourage local companies to provide mentoring, shadowing, and internships opportunities for students as well as engage experts to assist with curriculum writing and implementation.

If you have any questions, please contact me at 361-882-7448.



Corpus Christi
REGIONAL ECONOMIC
DEVELOPMENT CORPORATION

Sincerely,

A handwritten signature in black ink, appearing to read 'Iain D. Vasey'. The signature is fluid and cursive, with a long, sweeping underline that extends to the right.

Iain D. Vasey, CEcD
President & CEO
Corpus Christi Regional Economic Development Corporation



October 24, 2016

Dr. Alma Charles
Early College High School Director
West Oso Early College
Corpus Christi, Texas

Re: Letter of Support for the Innovative Academy grant

Dear Dr. Charles:

The United Chamber of Commerce is excited and in support of the West Oso Early College High School (WOECHS). We agree to support the enhancement of the WOECHS program by providing a business partner who is a United Chamber of Commerce member in the Petroleum industry. The Petroleum Refining and Chemical Products cluster is aligned to high demand, high wage occupations in the Coastal Bend area.

We are in agreement with WOISD that we must build the next generation of skilled employees to address our aging workforce and to increase the earning potential for the West Oso community. The average process technologist earns \$60,000 and has the earning potential to make over \$80,000. Most refineries or suppliers of the refineries are in close proximity to the West Oso community, therefore, it easy for future employees to live in the West Oso neighborhood and drive a short distance to work. Also beneficial to both the West Oso community and the United Chamber of Commerce is filling local positions with local qualified candidates rather than seeking out of state or out of the country candidates.

It is my pleasure to support West Oso ISD's Early College High School and its desire to enhance the program by offering the Petroleum Refining and Chemical Products Associate in Applied Science degree: Process Technology with the opportunity for students to earn a certificate recognized by industry. The United Chamber of Commerce is prepared to coordinate business partnership mentoring, shadowing, and internships.

If you have any questions, please contact me at 361-815-0957 or at gilda@unitedcorpuschristichamber.com.

Sincerely,

A handwritten signature in cursive script that reads 'Gilda E. Ramirez'.

Dr. Gilda E. Ramirez
Vice President for Small Business and Education
United Corpus Christi Chamber of Commerce
1501 North Chaparral, Corpus Christi, Texas 78401



WORKFORCE SOLUTIONS of the Coastal Bend

Skills. Jobs. Dreams.

October 28, 2016

Dr. Alma Charles
Director, Early College High School
West Oso Independent School District
5050 Rockford Drive
Corpus Christi, TX 78416

Dear Dr. Charles:

It is my sincere pleasure to offer our support for the West Oso Early College High School (WOECHS) and its proposed Petroleum Refining and Chemical Products cluster. Training the next generation of skilled workers is critical to the continued success of the Coastal Bend region.

Workforce Solutions of the Coastal Bend (WFSCB) invests in our regional economic success through access to jobs, training, and employer services. Ensuring our community is well trained and meets the needs of industry is fundamental to the continued success of the region.

This program in alignment with Del Mar College's Associate's Degree in Applied Science in Process Technology will provide tremendous employment opportunities to the students of the West Oso ISD community.

WFSCB offers its local labor market intelligence for planning and instruction, and will encourage industry partners to provide mentoring, internship, and job shadowing opportunities to the students who participate in the program at an in-kind contribution amount of \$25,000.

Sincerely,

Ken Treviño
President/CEO

Learn Skills. Land Jobs. Live Dreams.

Workforce Solutions of the Coastal Bend

520 N. Staples / Corpus Christi, Texas 78401 / Phone 361.885.3016 Fax 361.885.3025

www.workforcesolutionscb.org / 1-888-860-JOBS (5627)

Equal Opportunity Employer / Program. Auxiliary aids and services are available upon request to individuals with disabilities. Relay Texas: 1.800.735.2989 (TDD) 1.800.735.2988 or 7-1-1 (Voice)



engineers | architects | surveyors

SOLUTIONS TODAY WITH
A VISION FOR TOMORROW

Dr. Alma Charles
Early College High School Director
West Oso High School
754 Flato Rd.
Corpus Christi, TX 78405

Re: Letter of Support for the Innovative Academy Grant

Dear Dr. Charles,

As the Principal / Vice President of LNV an engineering, architectural, and contractors company, we are excited and in support of the West Oso Early College High School (WOECHS). We agree to support the enhancement of the WOECHS program by being a business partner and agree to provide mentoring, internships, shadowing and human capital to write curriculum. We foresee this investment as an in-kind contribution up to \$25,000. The Petroleum Refining and Chemical Products cluster is aligned to high demand, high wage occupations in the Coastal Bend area and we are provider for the industry.

We are in agreement with WOISD that we must build the next generation of skilled employees to address our aging workforce and to increase the earning potential for the West Oso community. The average process technologist earns \$60,000 and has the earning potential to make over \$80,000. Like most refineries or suppliers of the refineries, we are in close proximity to the West Oso community, therefore, it easy for future employees to live in the West Oso neighborhood and drive a short distance to work. Also beneficial to both the West Oso community and the LNV is filling local positions with local qualified candidates rather than seeking out of state or out of the country candidates.

It is my pleasure to support West Oso ISD's Early College High School and its desire to enhance the program by offering the Petroleum Refining and Chemical Products cluster which is aligned to the Associate's in Applied Science degree in Process Technology with the opportunity for students to earn a certificate recognized by industry. LNV is prepared to coordinate mentoring, shadowing, internships opportunities for students and engage experts to assist with curriculum writing.

If you have any questions, please contact me at 361-883-1984.

Sincerely,

A handwritten signature in black ink, appearing to read 'Eric Villarreal'.

Eric Villarreal, P.E.
Principal / Vice President